

## Statement of Agreement

### For Tier I/II schools:

Agreement to participate in a comprehensive assessment conducted by an external evaluator of the VTDOE's choosing to inform school improvement implementation plan development and VTDOE school improvement support team service plan development.

### For Tier III schools:

For schools that have been in Corrective Action under the state accountability system for 4 years or more, this includes an agreement to participate in an assessment conducted by an external evaluator of the VTDOE's choosing

### For Tier I/II/III schools:

- The application includes a commitment to work with the state School Improvement Support team in the development and execution of a school improvement implementation plan that assesses and incorporates effective school improvement strategies already under way and includes required (for Tier I and II) and permissible strategies
- The application includes a commitment to designate local leadership team (SU School Support team) responsible for directing and reporting on the progress of implementing defined elements. This team must include the superintendent, the principal of the school(s), the curriculum coordinator and the special education coordinator.
- The application includes a commitment to provide the following required data elements annually:
  - 1.) Number of minutes within the school year
  - 2.) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup
  - 3.) Dropout rate
  - 4.) Student attendance rate
  - 5.) Number and percentage of students completing advanced coursework (i.e. AP/IB), early college high schools, or dual enrollment classes
  - 6.) Discipline incidents
  - 7.) Truants
  - 8.) Distribution of teachers by performance level on an LEA's teacher evaluation system (once that system is up and running)
  - 9.) Teacher attendance rate
- The LEA agrees to collaborate and cooperate with state organized trainings for Supervisory Union administrators, principals, teachers and paraprofessionals, informational meetings, and trainings provided through the state.
- The LEA agrees to use an external evaluation and internal review process to identify any current practices or policies that are barriers to a full and effective implementation of the selected intervention and commit to eliminating barriers through the implementation process.
- The LEA agrees to use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

- The LEA agrees to establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- If it implements a restart model in a Tier I or Tier II school, the LEA agrees to include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- The LEA agrees to report to the SEA the school-level data required under section III of the final requirements.

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Superintendent's Signature